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The program of instruction in English consists of a number of vertical strands running from kindergarten through grade 12 and beyond. The reading strand is prepared on the sequential development of skills. Five units -- work attack skills, vocabulary, acquisition skills, comprehension skills, and critical and interpretive reading -- are developed with illustrative learning activities in grade units,kindergarten through grade 3, grades 4 through 6, grades 7 through 9 and grades 10 through 12. The separation of units is for convenience only. The units should not be presented as separate learning experiences.

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CALIFORNIA STATE DEPARTMENT OF EDUCATION

ED001804

Experimental Material: READING SECTION part 1

vocabulary skills
reading comprehension
critical and interpretive reading

the first of a series of experimental materials to be released in the development of the English language arts revision.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT / ALBANY 1964

EVISION PROJECT

ING SECTION

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K-12 ENGLISH SYLLABUS REVISI

Part 1

Experimental Material: READING SECTION

Vocabulary Skills
Reading Comprehension
Critical and Interpretive Reading

The first of a series of experimental materials to be released in the development of the English Language Arts revision.

The University of the State of New York
The State Education Department
Bureau of Elementary Curriculum Development
Bureau of Secondary Curriculum Development
Albany, 1964

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or of Reading
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PREFACE

This is the first of a series of experimen
development of the English Language Arts revisi
emerging syllabus reflects the over-all recomme
Committee that met in December, 1962; a Profess
March, 1963; and the work of a team of elementa
teachers who prepared a preliminary manuscript

This publication represents the Department
for the use of elementary school teachers and s
in the teaching of reading. Although in experi
the emphasis and the direction of the final fra
represents the format of all the subsequent cur
English syllabus. We hope that schools will co
creation of excellent programs in reading and t
the basis for the developmental reading program

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evision. This Reading Section of the
ommendations of an Ad Hoc Advisory
fessional Advisory Committee that met in
entary, junior and senior high school
ipt in the summer of 1963.

ment's experimental program, K-12,
nd secondary school teachers of English
perimental form, the bulletin presents
framework of the program. It also
curriculum materials in the evolving
l concentrate their energies on the
nd that these materials will provide
gram throughout the State.

WALTER CREWSON
Associate Commissioner

To Teachers:

It is our hope that these experimental materials will prove to be of practical value in your important task of creating improved programs in the teaching of reading. We are very interested in receiving your reactions to the experimental materials provided in this publication, which represents the first major step in the revision of the English syllabus.

As you use these materials experimentally, you can make a most valuable contribution to the syllabus if you record your reactions and suggestions on the evaluation sheets provided. We are interested in learning which of the suggested skills and activities you have been able to teach successfully, as well as those which you find cannot be executed with success. We should also appreciate receiving your suggestions for additional skills and activities which might be included and for evaluation techniques which you used with success.

Your evaluations will be studied with the utmost care and utilized in the preparation of the final syllabus.

Warren W. Knox
Assistant Commissioner for
Instructional Services
(General Education)

All evaluation sheets and additional suggestions, K-6, should be sent to Mr. Harold Segerstrom, Associate in Elementary Curriculum, Bureau of Elementary Curriculum Development; grades 7-12 to Dr. Vivienne Anderson, Associate in Secondary Curriculum, Bureau of Secondary Curriculum Development, by April 15, 1965.

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Locational Skills will follow in . . . .
Work Study Skills the fall of . . . .
Rate of Reading 1964.) . . . .

Evaluation sheets after every section

FOREWORD

The program of instruction in English may be thought of as consisting of a number of vertical strands running from kindergarten through grade 12 and beyond. For purposes of curriculum development, revisions are being prepared in the following five major strands:

Reading
Listening and Speaking
Language
Composition
Literature

Experimental revisions of each of these five strands will take place vertically, with later integration taking place horizontally as the pupils move through the elementary and secondary grades.

The first major strand to be released is on reading, and even within this strand there are segments. **Part I and Part II are devoted to the following segments of the** reading strand: Vocabulary Skills, Reading Comprehension, and Critical and Interpretative Reading. Other segments of the reading strand which will be provided in experimental form are Oral Reading, Locational Skills, Work Study Skills, and Rate of Reading.

After these experimental materials are released, reactions and recommendations will be sought from the schools to use in preparing the syllabus revision.

Each of the five strands of the program is being prepared on a kindergarten-through-grade-twelve basis. The dominant emphasis of the program is focused on the sequential development of working skills, K-12. While level designations are provided (K-3, 4-6, 7-9, 10-12), emphasis is on the continuing sequential development of skills. Students who demonstrate power in a given area should be encouraged to progress as rapidly as possible within the framework of the recommended sequence of skills. Additional reinforcement should be provided for students who require it to enable them to achieve their maximum.

The activities which are presented are purely suggestive, and it is hoped that teachers will modify and adapt them and create activities of their own in terms of the needs and interests of their classes. The skills which are suggested are not intended to be used as isolated entities, but should be integrated into the context of the ongoing program.

The Reading Strand

These experimental curriculum materials on reading are in accord with the Department document, *The Teaching of Reading*: *A Position Paper*, and the two documents that will soon appear as manuals on reading for elementary and secondary school teachers. As these curriculum materials develop, attention is being given to research and experimentation related to the field of reading. Such developments as the following are being studied: the *Initial Teaching Alphabet*, a variety of programmed materials, special devices and machines, and experimental reading programs of various types.

This section represents an overview of skills presented in a developmental sequence. Illustrative learning activities are suggested for the various skills. It is expected that this material will be used in conjunction with the current reading program. In preparing this overview, it has been necessary to make some arbitrary division of reading skills in order to present the material in logical, usable form. However, in teaching, word identification, word recognition, comprehension, and critical and interpretive reading are interrelated skills and should not be presented as separate entities.

Teaching a child phonetic and structural analysis skills must do more than help him to increase his ability to pronounce letters and words. It is important that the teaching of these and other skills result in improved ability to understand the ideas represented by printed words.

How rapidly children progress in any given skill area will depend upon a number of variable factors. The skills in this syllabus are listed in developmental levels, not necessarily in terms of the grade level at which a child is expected to have mastered them. For example, in the middle and upper grades, teachers may discover a need to teach some skills that have been listed in earlier levels. In such cases, instruction should follow the general techniques suggested at the earlier level, but illustrations and examples should be drawn from materials on the child's interest level. Actual instruction in skills, therefore, must be determined by individual needs at a given time. The listing of skills does indicate a point at which initial instruction will generally prove profitable for many children.

Rules should be taught functionally. Children should be given the opportunity to discover generalizations as the result of experience with many examples. The child will learn best what he discovers for himself.

A number of committees and consultants have worked on the revision of the English syllabus. A preliminary manuscript for the reading strand was prepared by the following team of elementary, junior, and senior high school teachers: Jerry G. Keshian, Principal, Dogwood Elementary School; Edna Morgan, then Assistant to Principal, John S. Roberts Junior High School 45, Manhattan, New York City Public Schools; Stephan Rossi, Teacher of English, Harborfields High School.

Edna Morgan, Department Supervisor of Reading, utilizing these materials, prepared this experimental version for publication under the direction of Walter Eddington, Supervisor of English. Portions of the manuscript were also prepared by Margaret Mary Walsh, Coordinator of Language Arts, Arlington Central School District, Poughkeepsie; and Alice Gilman, Reading Consultant, Oyster Bay Public Schools, East-Norwich School District No. 6.

Appreciation is expressed to John Dunn and George Murphy, Supervisors of Elementary Education, whose valuable suggestions were incorporated into the manuscript. The following members of the English staff participated in committee meetings and cooperated with consultants: Elnora D. Carrino, Associate in Speech Education; Robert B. Carruthers and Janet M. Lewis, Associates in English Education.

This K-12 project was coordinated for the curriculum bureaus by Vivienne Anderson, Associate, Bureau of Secondary Curriculum Development. Final editing of the manuscripts was done by Vivienne Anderson and Harold Segerstrom, Associate, Bureau of Elementary Curriculum Development.

Robert H. Johnstone
Chief, Bureau of Elementary
Curriculum Development

Gordon E. Van Hooft
Chief, Bureau of Secondary
Curriculum Development

Dr. William E. Young
Director of Curriculum

ADVISORY COMMITTEES on the ENGLISH SYLLABUS REVISION

Appreciation is expressed to the following two committees which were the first advisory committees to make general over-all recommendations for the revision of the English Syllabus. Meeting dates of both committees are indicated.

Ad Hoc Committee - December 6 and 7, 1962

Edward L. Bernays, Public relations expert and author
Theodore Dahl, Manager, Management Communications, International Business Machines Corporation
John Charles Daly, Columbia Broadcasting Company
William Gibson, Playwright, author of "The Miracle Worker:
Rosamond Gilder, Past Editor of "Theatre Arts" Magazine
George H. Henry, Professor of Education, University of Delaware
Robert F. Hogan, Executive Secretary, The National Council of Teachers of English
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Mabel S. Noall, Director, Secondary Reading Clinic, Boston University
Joseph Papp, Director, New York Shakespeare Festival
Walter Pauk, School of Education, Cornell University
Louise M. Rosenblatt, Professor of English Education, New York University School of Education
Alan Schneider, Director of Broadway plays

Guests

Mrs. Edward L. Bernays, Author and public relations consultant
Rev. John V. Curry, S.J., Chairman, English Department, LeMoyne College - representing the New York State English Council
David E. Manly, Assistant Professor of Education, State University College, Geneseo - representing the New York State English Council

Professional Advisory Committee - March 18 and 19, 1963

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Dr. Carroll Arnold, Head of Speech Department, Cornell University
Dr. Dallas Beal, Director of Education, State University College at Fredonia
Hamilton H. Bookhout, Supervising Principal, Bethlehem Central High School, Delmar
Dr. Carles H. Connolly, Superintendent of Schools, Lindenhurst
Rev. John V. Curry, S.J., Chairman, English Department, LeMoyne College
Dr. Paul Diederich, Senior Research Associate, Educational Testing Services, Princeton, N.J.
Margaret Dwyer, Supervisor of English, Libraries, and Foreign Languages; Board of Education, Syracuse
Dr. Frank Griffith, Assistant Superintendent of Schools, New York City Board of Education
Dr. Sumner Ives, Professor of English, College of Arts and Sciences, Syracuse University
Dr. Helen M. Lloyd, Assistant Superintendent (Supervisor of Language Arts Program), Division of Elementary Schools, New York City Board of Education
Dr. Helen Mackintosh, Chief, Elementary School Section, U.S. Office of Education
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Rosemary Wagner, New York City Bureau of Curriculum Research

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VOCABULARY DEVELOPMENT

Word Attack Skills
(Experimental Material)

Levels K-3

Activities

AUDITORY DISCRIMINATION

The child learns to:

Identify gross sounds

Make children aware of sounds by

AUDITORY DISCRIMINATION

The child learns to:

The child learns to:	Activities
Identify gross sounds	Make children aware of sounds by asking them to close their eyes and locate the direction from which a sound comes. Sounds may be identified as animal sounds, street sounds, or nature sounds.
Identify likenesses and differences in similar words	Pairs of words similar to the following may be used: fine, nine; cat, sat; map, man; bell, ball. These words should be in context when they are presented.
Identify rhyming sounds	Nursery rhymes may be told to the children. They are instructed to listen for rhyming words such as hop, stop, top; shoe, do. Children may then be asked to select other words that rhyme with those they have heard.

VISUAL DISCRIMINATION

The child learns to:	Activities
Recognize and name colors	Colored crayons may be used in many situations. Children may identify various objects of clothing, animals, or objects in the room by color. The study of colors in nature helps to promote this skill also.
Differentiate between various shapes, signs, and textures	Children may be asked to find objects that are larger, smaller, or the same size as other objects; to distinguish between the rough surface and the smooth one.
Develop left to right sequence in eye movements	Children identify their left and right hands. Through games they may identify the left and right sides of the chalkboard, the desk, and the bulletin board. The teacher may lead the children to follow her hand in a left to right sequence in reading from the chalkboard and from experience charts.
Interpret pictures	Help the children to grasp the implications of situations depicted in pictures. Children may "tell the story" they see portrayed in a given picture.

The child learns to:	Activities
Use configuration cues	Point out the irregular shape of a word such as elephant for the beginning reader. (Such clues are no longer relevant when the child's sight vocabulary increases to the extent that he knows several words with similar configurations. It is wise to combine this approach with context and expectancy clues.)
Use picture clues	Indicate that a chart with a picture of a dog is a clue to the word printed beneath it.
Use context clues	Ask the children to complete a sentence such as: The (elephant) is an animal which has a trunk. The unknown word can be supplied easily by the child from the context of the sentence.

SIGHT VOCABULARY

The child learns to:	
Recognize words at sight	The child looks at each word many times in experience stories and preprimers. He looks at the word while he says the word.

Skills should be presented and practiced in the manner in which they are used. The suggestions in the vocabulary section of this syllabus should grow out of the context of the reading situation. Insofar as it is possible, all word study should take place in context.

PHONETIC ANALYSIS

The child learns to:

	Activities
Identify initial consonants	Call attention to the consonant in the initial position in familiar words. Then lead the child to make consonant substitutions. Example: If the word bake is known, the child may derive the sounds of take and cake by changing the initial consonants. Final consonant substitution is done in a similar manner. This procedure avoids the distortion of consonant sounds that will occur if the letters are considered individually. Pupils should progress from the known to the unknown. Ask children to listen to the consonant sound heard at the beginning of the word bird and at the end of the word tub. Then children are asked where they hear the same sound in rabbit, ribbon, and pebble.
Identify final consonants	
Identify medial consonants	
Identify consonant digraphs wh, ch, sh, th, as in why, chick, she, think, that	Write the word child on the board. Explain that the letters ch often stand for the sound heard at the

The child learns to:

Identify consonant blends
st as in stop, stone, stay; l as in play, slow, black, cluck, flew; r as in friend, gray, trick, train; w as in twig, twice, sweet, swan

Identify long and short vowel sounds in words and associate these sounds with letters of the alphabet
Long i in pie, mine, time; short i in dig, sit, did; i modified in sound by r in stir, dirt, sir, third; ay in way, gray, day; ai in train, tail, paint; when only the first vowel is heard; as followed by r, w, l, with neither short nor long sound as heard in car, fall

Activities

beginning of child. Children listen for the sound in known words such as: much, chicken, which, and chain. Use similar procedures for other digraphs. Have children "discover" the single sound of the letters in combination.

Lead children to understand that the letters l, r, and s in combination with other consonants seemingly produce a single sound. Write the word pay and have it pronounced. Change the word to play and have it pronounced. Lead pupils to notice the difference in these words. Utilize such words as slow, glad, and fly to emphasize the principle. Similar techniques can be used with r and w.

From oral presentations of such words as can, cane, pet, Pete; sit, site; not, note; cut, cute, children may begin to discover one of the generalizations governing long and short vowel sounds. Five vowel rules are taught inductively. 1) Short vowel rule; 2) Long vowel rule; 3) The double vowel rule; 4) The final "e" rule; 5) Vowel sounds controlled by consonants. (See Appendix A.)

The child learns to:	Activities
Blend known consonant and vowel and vowel sounds	Such words as *trip* and *sly* may be used to illustrate blending. The child then tries the word out in the context of a sentence to determine whether the blending is correct.
Recognize variable sounds of the consonants *c* and *g*	The child is led to form generalizations concerning the hard and soft sounds of *c* and *g*. Use examples such as: hard *c* in *cut* and *candy*; soft *c* in *cinder*, *certain*, and *cylinder*; hard *g* in *gate*, *get*, and *ghost*; soft *g* as in *germ* and *ginger*.
Make use of consonant substitution, medial vowel substitution, and apply the child's understanding of vowel position, consonant controllers, and silent vowels	Practice material is supplied so that the generalizations that have been "discovered" are used. Game situations constitute excellent practice at this level.
Recognize additional consonant digraphs: *ph*, *wr*, *gn*	A similar procedure was described on page 4. Such words as *phone*, *wren*, and *gnaw* may be used to lead children to "discover" single sounds again.
Identify diphthongs: *au*, *oy*, *oi*, *oo*, *ou*, *uy*, *oo*	Work from a list of known words to arrive inductively at the generalization that in each case two vowels are closely blended into one sound element. Such words as *auto*, *boy*,

The child learns to:	Activities
	boil, *book*, *house*, *buy*, and *boot* may be used.
Recognize the *schwa* sound of vowels	Words such as *about*, *imitate*, and *button* may be used.
Recognize silent consonants in words	Work from such known words as *wren*, *wrong*, and *wrap*. Children then apply this learning to unknown words.

STRUCTURAL ANALYSIS

The child learns to:	Activities
Alphabetize words by initial letters	Have children choose words which are of interest to them. Begin with a few words such as: home, mother, store, play, apple. Names of pupils in the class might also be used. Children may indicate order of interest by re-writing the list or by numbering the words. The activity may be devised so that the words, properly numbered, will fit into a crossword puzzle form. (This activity will also prove to be a check on word meanings as well as a practice exercise in alphabetizing.)
Recognize the parts (syllables) of known words	Pronounce several words such as train, button, hurry, and please. Have children clap hands to indicate each word part they hear. (The term syllable may be introduced gradually.)
Divide words between double consonants	Write words on the chalk-board. Ask children where a line should be drawn to show the division of the parts (syllables). Elicit the generalization that when there are two consonants surrounded by vowels the syllable division usually takes place between the consonants. Such

The child learns to:	Activities
	words as mitten, ribbon, button, dinner, little, yellow, and getting may be used as examples.
Divide words when two different consonants stand between two vowels	Children clap out syllables. A list of words such as the following is presented and divided: captain, winter, Monday, corner, surprise, doctor. Have children arrive at the generalization that the syllable division usually occurs between the consonants.
Divide words ending in "le" into syllables	Write on the chalkboard table, middle, and jungle. Ask children what is alike about these words. Clap out syllables. Divide words. Elicit generalization that the consonant preceding "le" becomes a part of the final syllable. Other words such as apple, circle, gentle, peddle, rattle, cable, and eagle may be used for practice.
Look and listen for sounded vowels as an aid in syllabication	Children count the number of vowels in each syllable of a list of known words. They decide that each syllable must have a sounded vowel.
Determine vowel sounds through the position of the vowel in a syllable	From a group of words such as the following, the children decide that if there is only one vowel in a word

	Activities
	or syllable, it usually takes the short sound, unless it is at the end of the word or syllable: winner, notion, fasten, lazy.
The child learns to:	
Divide words ending in "ed"	A list of words such as the following may be used to illustrate the principle: wanted, banded, darted, comforted. Children decide that when "d" or "t" comes before the suffix, a separate syllable is formed. Children discover that this does not occur in such words as worked, played, banged, and crowned by comparing the two lists of words.
Divide words beginning with prefixes	Introduce the syllable "un" through such words as unwilling, unsold, and uninvited written on the chalkboard. Children pronounce words and divide them into syllables using principles learned previously. Frame the prefix in each case. Elicit the generalization that the prefix forms a separate syllable. Use words that have not been included in recent reading lessons after several known words have been examined.
Divide words ending with suffixes	Use known words such as sleeveless, cheerful, farmer, greatly, kindness,

The child learns to:	Activities
	and worker to elicit the generalization in the same manner that it was established for prefixes.
Recognize that some syllables have more accent or stress than others	Write on the chalkboard: The children will enjoy the party. Children read the sentence aloud. Elicit the stressed syllable in each word. Explain that when a syllable is stressed, it is accented. Use children and enjoy as key words. Have children divide the following words into syllables, circle the stressed syllable, and list them under the proper key words: silent, began, surprise, wooded, even, polite, secret, and penny.
Accent syllables in two-syllable words	Children listen for and identify syllables in a group of words. They are shown how to place an accent mark using si'lent and be come' as keywords. Children divide and place words under the proper key words. They add the accent mark. Such words as appear, school, picture, whisper, behind, book, thirsty, and until may be used in this activity.

The child learns to:

Identify root words and inflectional endings: s, es, ed, ing, y
- Identify endings
- Understand when to drop the final "e" before adding ending
- Identify words that change y to i before adding ending

Activities

These words should be used in context after the division has been, made or presented in context before the division has been made. In any event they should be used in context so that children may decide whether they "make sense."

Present the sentence: She walked to school this morning. Identify the root word. Elicit the change in meaning that occurs when the suffix is added. Use the same type of procedure with other inflectional endings. Many examples of the same principle will help fix the meaning for children. Point out spelling changes that occur such as the following: Using a word such as stop, add ing and call attention to the fact that the consonant is doubled before the ending. Write try on the chalkboard. Then write tries and call attention to the fact that y changes to i when es is added. Proceed in the same manner for the other affixes, noting meaning and spelling changes.

The child learns to:	Activities
Identify simple words in compound words	Present sentences such as the following: The shopkeeper told us to come back this afternoon. The city skyscrapers are beautiful at nightfall. Everybody loves a beautiful sunset. This list should be supplemented with unusual compounds that occur in the children's reading materials. Discuss meanings.
Understand simple hyphenated words	Call attention to hyphenated words in reading materials. Explain how the hyphen makes the words easier to understand. Words such as good-by, right-hand, twenty-five, and great-grandmother may be used. Have children pronounce words and divide them into syllables.
Identify derived forms of words	Words such as muddy, rainy, teacher, actor, and busily should be presented in context. Elicit root words, spelling, and meaning changes.
Use simple contractions	Write the following sentence on the chalkboard: We don't have to go yet. Ask what the second word in the sentence means. Elicit: do not. Write do not beneath the contracted

	Activities
	form. Present other examples such as you'll, they're, it's, and wasn't in context. Explain shortened form. Select other examples and their meanings from children.
The child learns to:	
Use simple prefixes	Present the following sentences: I am happy today. I am unhappy today. Children read the sentences and discuss the difference in meaning in the two sentences. A child is chosen to write not happy under the word unhappy.
Use simple suffixes	Select sentences from reading material containing simple suffixes. Use the same general procedure suggested for prefixes. The suffixes ful and ness may provide a beginning.
Recognize the possessive form	Present such sentences as: This ball is John's toy. Elicit meaning and explain the use of the apostrophe. Children devise their own sentences using possessives.

By the end of level 3, many children should have developed some facility in combining phonetic and structural analysis to deal with:

1. The identification and attack of root words in variants and derivatives
2. The identification and attack of compound and hyphenated words
3. The identification and attack of syllables in two-syllable words

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TEACHER'S EVALUATION SHEET

Experimental English Syllabus Materials
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Reactions, in terms of class tryout, to:

1. Suggested skills in preceding material
   Are they clearly stated? _____
   Are they appropriately placed in the sequential development? _____
   Is there evidence of growth and power in the skills? _____
   Comments and suggestions:

2. Suggested activities in preceding material
   Are they clearly stated? _____
   Are they appropriately placed in the sequential development? _____
   Is there evidence of growth and power in the skills? _____
   Comments and suggestions:

Suggestions for
1. Additional skills

2. Additional activities

3. Methods you used to evaluate the material

Reading range of class in which material was tried out

____

Grade level ____________________

Do these materials complement effectively your ongoing program? _____

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READING

VOCABULARY DEVELOPMENT

Word Attack Skills
(Experimental Material)

Levels 4-6

The skills listed previously for the K-3 level are extended and refined in the 4-6 level. At this level, children should not be introduced to new skills before they have mastered the skills of the preceding level. The teacher, therefore, should be completely familiar with the curriculum planned for the K-3 level. Determine whether children have mastered phonetic and structural analysis skills assigned to K-3. Teach those elements the children have not mastered; review other skills.

PHONETIC ANALYSIS

The child learns to:	Activities
Attack new words through the use in combination of his skills in auditory and visual discrimination, configuration clues, and phonetic and structural analysis	Give children ample opportunity to go through the steps they have mastered in these skills in an attempt to attack words that are unknown.
Use generalizations governing vowel sounds to pronounce new words	Lead pupils to the understanding that a visual clue to a vowel sound usually applies only in accented syllables by presenting lists of known words such as the following:

Activities

Notice the effect of the accent on y.

de-ny ti-ny
ap-ply fan-cy
re-ply hur-ry

Have pupils apply accent marks and discover that y has the long i sound in the first group of words where the accent falls on the first syllable. Ask whether y has the long i sound in the second list.

Ask children whether the letter y has a long i sound when it comes at the end of an accented or an unaccented syllable.

Have pupils generalize in their own words.

Present additional lists of known and unknown words to reinforce this generalization.

The child learns to:

Understand diacritical markings of vowels

Give children practice in the use of the pronunciation key in the dictionary with the various vowel sounds.

After the example words have been pronounced, compare the sounds with the key words in the pronunciation key. Indicate the sound of the letter inserting the proper symbol above the

	Activities
	word. Use as examples such words as the following: chair book fruit fight view could loose wall
The child learns to:	
Use the pronunciation key in the dictionary as an aid to pronunciation	Prepare a pronunciation key on oak tag or use dictionaries with children. Instruct children to locate the pronunciation key at the beginning of the dictionary. Direct attention to: *a* hat cap a age face Explain that *hat*, *cap*, *age*, and *face* are key words. Elicit vowel sound in each word. Inform children that when they see the letter *a* in the pronunciation key it has the same sound as in *hat* and *cap*. Elicit the sounds of several other letters and combinations of letters in the key. Present lists of words. Have children give spelling and use the diacritical markings for letters from the pronunciation key. Words are pronounced and discussed.
Apply generalizations regarding accent to pronounce unknown words	Write sentences containing new words to which children can apply the visual clues to accent that they

	Activities
	have learned. Use a procedure similar to the one on the preceding page.
Note: Other visual clues to accent such as two like consonant letters following the first vowel letter; the letters ck following the first vowel letter; a final e or two vowel letters together in the second syllable; two like consonant letters before an ending or a suffix; one consonant letter preceded by a single vowel letter before a suffix--all of these may be introduced when the reading materials present these situations. Similar procedures to those described above are used so that the child formulates each generalization in his own words.	
The child learns to:	
Note primary and secondary accents in compound words	Introduce such words as railroad, houseboat, bedtime, waterfall in context. Remove words from context and instruct children to listen for accent. Indicate primary and secondary accent marks. Elicit generalizations.
noun-verb words	Use such words as re-cord', re'-cord, per'-mit, per-mit' in context. Develop generalization in the same manner as before. The accent usually

	Activities
	falls on the first syllable in a noun and on the second syllable when the word is used as a verb.
The child learns to:	
Form generalizations about accent in two and three syllable words	After presenting many examples in class, lead children to generalize in their own words that the accent is usually on the first syllable. Such words as the following are presented in syllables: grim ly de light ful help less set tle ment soft ly suc cess ful Have children pronounce words and place accent marks leading to the generalization.
words ending in tion and sion	Children underline the root words and place accent marks. Have them formulate generalization in their own language. Present sentences such as the following: The dog will die of starvation if he is not fed.
prefixes and suffixes	Have children divide the underlined words from several sentences into syllables and place accent marks. They conclude that the accent generally falls on the syllable before the suffix. (See Appendix.)

Activities

The child learns to:

Note variant spellings of vowel sounds

Present a list of words such as break, vein, age, pain, weigh. Elicit the vowel sound in each word. Children recognize that the long a sound is in each word even though the words are spelled differently.

STRUCTURAL ANALYSIS

The child learns to:

Recognize and use plural endings, verb endings, adverbial endings

Present words in three columns. Children are instructed to underline the different word.

happy	happily	happy
worked	worked	works
plays	plays	play
laugh	laugh	laughed
looked	look	look

A "Word Wheel" may also be used. After the game is completed, children use the words in original sentences. The sentences may be used on the bulletin board with appropriate illustrations.

Recognize and use such prefixes as con, dis, ex, im, in, re, trans, un

Present in sentences some words that employ prefixes. Show how the prefix changes the meaning of the word and the sentence.

The child learns to:

Recognize stems
(uncoiling)

Activities

Show the children two pictures, for example, one of a happy child and one of a child who is crying. Elicit sentences containing happy and unhappy. Employ use of opposites:

happy - unhappy
perfect - imperfect

Note: Although it is necessary to deal with words in isolation on occasion, it is wise to put them into context as soon as possible.

Write on the board inflected and derived forms such as the ones shown below. Elicit the ending or suffix added and the change, if any, that took place in the root word.

painful
stars
hope
growing
children
pain
happy
helpless
walks

Have children look for derived and inflected forms in reading materials. They may write the word and its meaning with a sentence in their vocabulary lists.

Present additional roots and stems as they occur in the reading situation. Combine the new roots and stems with known prefixes or suffixes to form new words.

The child learns to:	Activities
Recognize and use such suffixes as able, er, est, ful, ish, ist, less, ly, ment, ness, or, tion, word, y	Strengthen children's understanding by emphasizing the effect these suffixes have on word meaning. Suffixes may be classifed by the children in a continuing activity. Sentences accompany words. After the children have seen the words in sentences, it may be necessary to remove the words from context. Example: Stem + suffix — Meaning teach + er — one who teaches act + or — one who acts invent + or — one who invents Introduce any additional suffixes that occur in the reading situation. Use the dictionary to check meanings.
Extend his knowledge of the changes in some words when prefixes and suffixes are added	Present and explain that the verb ship becomes a noun when ment is added; the noun rain becomes an adjective with the addition of y. This may become a continuing activity if children search for additional examples to add to a class vocabulary book.
Note the effect of accent on meaning	Present in pairs of sentences such words as re'-cord, re-cord'; con'-test, con-test'; pre'-sent, pre-sent',

	Activities
	or any other words which follow the noun-verb accent pattern that have been encountered in reading materials. Lead pupils to generalize that usually the accent on the first syllable indicates noun meaning; on the second, verb meaning. Use the dictionary to check meanings.
The child learns to:	
Extend the use of compound and hyphenated words	Elicit names of objects in the room that are compound words such as chalkboard. Have children divide words and discuss meanings of their parts. Use pictures to elicit compound words. Use words in sentences. Have children divide words and define parts. Use pictures and sentences on bulletin board. Prepare compound words on index cards. Cut the cards so that the words are separate. Children rearrange cards to make compound words. This is an excellent activity for a small group of children.
Extend his knowledge of contractions and possessives	Present contractions and possessives in sentences. Have children substitute words in the case of contractions, explain meaning in the case of possessives.

Activities

Examples:
He's hiding our books.
(He is) hiding our books.

Those are Mary's shoes.
Those are the shoes (that belong to) Mary.

The child learns to:

Use his knowledge of the rules of syllabication in attacking new words

Present such words as the following. Instruct children to indicate where they would divide them if the words appeared at the end of a line they were writing.

deny helpless softly
adventure remembered afternoon
hollow excited decided

By the end of level 6, many children should have developed independence in combining phonetic and structural analysis to deal with:

1. Many multisyllabic words as an aid to pronunciation and meaning
2. The identification and understanding of affixes
3. The identification and understanding of roots common to many derivatives in which changes in pronunciation may occur
4. The understanding of the effect of word endings as meaning clues
5. The understanding that the position of a word within a sentence may change meaning

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Suggestions for

1. Additional skills

2. Additional activities

3. Methods you used to evaluate the material

Reading range of class in which material was tried out

____

Grade level ____________________

Do these materials complement effectively your ongoing program? _____

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READING

VOCABULARY DEVELOPMENT

Word Attack Skills
(Experimental Material)

Levels 7-9

GENERAL OBJECTIVES	Activities
Recognize basic sight words easily Use phonics to recognize and pronounce words with confidence To identify initial, medial, and final consonants; blends and digraphs; silent consonants To identify silent, long and short vowels; digraphs, and dipthongs Recognize longer words through recognition of their structural elements	The teacher in grades 7-8-9 reinforces phonic skills previously taught in the elementary school. If necessary, these skills are re-taught in the context of the junior high school reading material. A diagnostic test at the seventh year level is helpful.
The pupil learns to:	
Identify known parts of compound words and hyphenated words	Point out hyphenated and compound words in the reading situation, and explain that the hyphenated words are in the process of becoming one word but have not arrived yet. A group of pupils who readily recognize compounds may compose a paragraph containing many of these words. The class may then search for the words and define the parts of them.

The pupil learns to:

Recognize inflected forms indicating person, case, gender, number, tense, and comparison: -s, -es, -ess, -er, -est, -en, -ed, and -ing

Recognize familiar elements in derived forms: prefixes, stems, suffixes

Activities

If review is necessary, the class can make a listing of nouns describing professions, occupations, nationalities, relationships, size, religion, and social position. Other activities of the same type may be used with other parts of speech.

Begin emphasis informally in this area when the need arises from reading. Formal work with derived forms begins after pupils have been led to understand how this study can help them.

A word tree may be built by the class to stimulate interest. A common root such as mot, mov, mob, - to move - may be used. Pupils fill the branches of the tree with such words as automobile, movable, automatic.

These words should also appear in the pupils' notebooks and/or on index cards with definitions and sentences showing their use.

The word tree may be posted on the bulletin board. From time to time, the stem may be changed to encourage continuous work.

The pupil learns to:	Activities
	Word meanings should be checked with the dictionary as a regular step in this process.
Use syllabication as an aid to pronunciation and meaning	Check informally to determine whether pupils have mastered the common steps in syllabication: Compound words Words with double consonants in the middle Words with different middle consonants Prefixes and suffixes Words with unaccented final syllables
	The teacher emphasizes syllabication as an aid to noting differences in meaning. Such words as con-tent, con-tent; pres-ent, pre-sent; ob-ject, ob-ject might be used in sentences to show the differences. Instruct pupils to add to this list of words. Emphasize such words each time they occur in the pupils' reading.
Identify the meanings of unknown words through the use of context clues	Call attention to various types of context clues in reading materials. Sentences that contain these clues should be prepared in advance and used to reinforce the situations that arise during reading. Some examples follow.

	Activities
When a definition, explanation, or appositive appears	The courier, a special messenger from the king, galloped up to the gate.
When the clue to the unknown word can be inferred from the pupil's experience	The prisoner escaped by stealing stealthily through the open window.
When the unknown word is suggested by a synonym or an antonym	Since there is a charge for excess baggage on airliners, most passengers carry less luggage than they would on trains.
When specific meanings of words are required to understand the intent of the context	She felt that she was reasonably content in her new school. (content viz. happy)
When the unknown word is suggested or may be reasoned through tone, mood, attitude, or situation	The sky darkened; the wind whipped branches from the trees, and the windows rattled in their frames as the cyclone approached.
When an everyday expression or a common language pattern is the clue	The police emergency squad used an inhalator to revive the drowning man who had been carried to the beach. (Clue: revive)

Activities

When identification and interpretation of figurative language is the clue	The Giants drove in four runs to win the game.
When transitional and/or qualyifying words furnish the clue	Efficient rescue methods saved many lives; nevertheless, the holocaust was frightening. (many - nevertheless are clues.)
When the clue appears in preceding or in subsequent sentences	The prosthodontist took over. Several of his patient's teeth had been lost in the collision and he had to replace them.

NOTE: The grammatical functions of the phrases may be discussed. The dictionary should be used to check meanings.

By the end of level 9, many pupils should have developed complete independence in the application of phonetic and structural analysis skills to deal with:

1. A variety of unfamiliar words
2. A variety of roots and affixes
3. Meaning changes caused by changes in roots and affixes

Note: See attainment at level 3 and level 6 which precede this section.

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Suggestions for

1. Additional skills

2. Additional activities

3. Methods you used to evaluate the material

Reading range of class in which material was tried out

____

Grade level ____________________

Do these materials complement effectively your ongoing program? _____

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READING

VOCABULARY DEVELOPMENT

(Experimental Material)
Levels 10-12

The high school teacher re-introduces, reviews, and reinforces previously taught word attack skills and vocabulary acquisition techniques, giving the high school student refined tools for handling an unfamiliar and increasingly difficult vocabulary. Skills needed are not different from those presented at lower levels, but should now be approached in terms of the increased maturity of the student.

This is a period when the student consciously tries to enlarge his vocabulary and to acquire greater independence in word attack. He has become increasingly aware of his own needs for

- a wider, richer, and more extended vocabulary
- assimilation and coordination of technical vocabularies
- moving from concrete to abstract concepts, from generalities to specifics
- coping with vocabulary alien to experiences
- extending and refining his understanding of partially known words
- discriminating in the use of connotative words
- handling specifically figurative and symbolic language
- interpreting the vocabulary of mass media
- cementing oral, spelling, and written vocabulary relationships
- developing vocabulary retention techniques
- developing an awareness of shifts and changes in meaning

There is a need for continued reinforcement of basic vocabulary through use of both context clues and dictionary usage. In this constant review and reorganization, provision should be made periodically for the pupil to assess his vocabulary competencies and deficiencies by means of teacher-constructed or standardized vocabulary tests.

The teacher's primary function is to develop interest in new words in general vocabulary, new uses of words and special purpose words in technical vocabulary, words in and out of context, and word relationships.

The function of vocabulary is to change symbol into meaning, involving first the mechanics (word attack and recognition), followed by understanding of language (comprehension and word acquisition).

READING

VOCABULARY DEVELOPMENT

Word Attack Skills
(Experimental Material)

Levels 10-12

PHONETIC ANALYSIS

The student learns to:	Activities
Review and reinforce the common rules for pronunciation	Illustrate how the application of the common rules for pronunciation, syllabication, and vowel values may help in attacking words which may be in the **students' oral vocabulary but not in their reading nor writing vocabularies.**
Review variant oral differences represented by the same combinations of letters	Move from known variations in pronunciation of words such as though, enough, cough, and through to unknown words such as chough and slough. Sound may supply meaning that sight does not provide. Variant pronunciations are attempted and correct pronunciation checked in the dictionary.
Review silent letters and use known pronunciation as clues for unknown words	Lead students from known to unknown. pneumonia - pneumatic psychology - psyche

	Activities
The student learns to:	
Realize the necessity for careful attention to context clues in determining meaning of similar words	Use such words as ingenious, ingenuous, indivisible, and invisible to illustrate the confusion which results from careless reading.
Improve pronunciation and accent	Using the tape recorder, have students analyze their own speech patterns; then compare to those of skilled professionals -- actors, actresses, public speakers, and news commentators. Have students listen for skills in professionals that would help them improve their own speech patterns.
Become proficient in recognizing the importance of inflectional endings of irregular words	Ask students questions such as: What are the plurals of focus, stimulus, datum, alumna, alumnus, bacillus, phenomenon? What is the singular form of appendices, indices, parentheses, cacti, criteria?
STRUCTURAL ANALYSIS	
The student learns to:	
Utilize structural elements of known word forms: syllables, roots, variants, and to attack unfamiliar words	Write a list of selected multi-syllable words on the chalkboard. Ask pupils to follow the suggested procedure according to need: Divide into syllables Underline root

The student learns to:

Discriminate between words which are confused because of configuration: **similar in sound** and form, but not in meaning

Activities

Use a double underline for variant ending
Pronounce word
Attempt to give meaning
Develop variants from the same root
List prefixes and suffixes

Example:
trans-con-ti-nent-al — trans-continent-al
but not
con-ster-na-tion

Be sure words can be divided into meaningful units.

Prepare mimeographed lists of paired words. Give word orally with the direction: "Underline the word I say."

invisible - indivisible
perspective - prospective
incredible - incredulous
ethic - ethnic
illusive - elusive

Have students use the dictionary to learn exact meanings. As a check on precise meaning, prepare sentences with blanks to insert word into proper context.

The housebreakers proved to be very _____. (elusive)

They were baffled by the _______ tricks of the magician. (incredible)

The student learns to:

Locate words within words

Compound words

Activities

Words can also be flashed on a screen, using a tachistoscope, as an exercise in discrimination.

Prepare groups of questions such as the following: Which do you eat? Which do you drive? Have students select the word which conveys logical thought.

gouache or goulash
plum or plume
entry or entrée

Prepare sentences with blanks for students to insert the proper words from groups such as the following:

disgust - discussed
past - passed
whether - weather
their - there - they're
beside - besides

Ask students to make as many words as possible from graph, ology, and phobe, giving tentative meanings.

Ask pupils to account for the compounding in words such as firearms, grapeshot, headstrong, and piecework.

The student learns to:	Activities
Use hyphen	Explain that the use of the hyphen in words depends on several factors. For example, the hyphen is used when a letter occurs three times in succession: bell-like, cross-stick; when the first element is self -- self-control, self-esteem. Help students to discover other factors involved. Give exercises showing variations in meaning in hyphenated and non-hyphenated words such as: re-creation and recreation, re-form and reform.
Use words with apostrophes	Have students check use of apostrophes in phrases such as: blindman's bluff, a mare's nest, Addison's disease.
Recognize basic elements in words	Have pupils find small words in larger ones: perpetual, testamentary, reincarnate, fundamental. Have pupils list words that can be made from bases, such as: press, break, depend. Have pupils take the word apart and give its literal meaning. sub/ ordinate super/ in/ tend/ ent semi circle anti climax manu/ fact/ ure super/ fici/ al in/ volunt/ ary Have students look up common meanings.

The student learns to:	Activities
Form and analyze words from stems, affixes (prefixes and suffixes)	Give students a prepared list of roots, prefixes, and suffixes. Use such roots and affixes as the following to build new words: theo ocracy port trans logy bio graph spectro phobia anglo
Recognize how words are created to designate new concepts through compounds	Use the mass media to illustrate that a number of words have been added to English in the past two decades. radio-active geo-politics astro-naut radio-logy astro-physicist
Develop an awareness for the growth of the language through generalizations	Draw attention to words designating qualities derived from characteristics of famous personalities:
Derived from proper nouns	Quisling, Machiavelli, Beau Brummel
Adjectival forms derived from proper nouns	Platonic, Aristotelian, Copernican, Ciceronian, Faustian
Scientific and cultural figures	Pasteurize, bowdlerize

The student learns to:

Recognize the flexibility of expression through an awareness of various ways of using words

Activities

Select sentences from the pupils' written work and show that by using the same words but changing the part of speech, the writing may be improved.

Ask pupils to select sentences from their reading in which words are used **with particular effect**. The pupil lists analogous words and defends the writer's use of the selected word.

Use occasionally Roget's *Thesaurus* or Webster's *Dictionary of Synonyms and Antonyms* to illustrate the variety of specific meanings which may be obtained for a vague generality.

Have pupils attempt to write definitions of familiar and widely used words. Emphasize the frequent use of words which merely approximate the intended meaning.

By the end of level 12, the student should be completely independent in his use of phonetic and structural analysis skills.

Note: See level 3, level 6, level 9 for listing of competencies.

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APPENDIX A

All material in the appendix is for teacher reference only.

Phonetic Generalizations

1. *Short vowel rule*
   When there is only one vowel in a word which is at the beginning or in the middle of the word, it usually has the short sound.

2. *Long vowel rule*
   When there is only one vowel in a word and it is at the end of the word, that vowel usually takes its long sound.

3. *Double vowel rule*
   When two vowels are together in a word, the first vowel is usually long and the second is usually silent.

4. *The final e rule*
   When there are two vowels in a word, one of which is the final *e*, the first vowel usually takes its long sound and the final *e* is usually silent.

5. *Vowel sounds controlled by r, w, l*
   When there is only one vowel in a word, and it is followed by *r*, *w*, or *l*, the sound of the vowel is neither long nor short, but is changed by the consonant sound.

6. When *c* is followed by *a*, *o*, or *u*, it usually takes its hard sound. When *c* is followed by *e*, *i*, or *y*, it usually takes its soft sound.

7. When *g* is followed by *a*, *o*, or *u*, it usually takes its hard sound. When *g* is followed by *e*, *i*, or *y*, it usually takes its soft sound.

Syllabication Generalizations

1. Every syllable contains a sounded vowel.
2. When two consonants appear between two vowels, the syllable division is generally made between the consonants.
3. When the consonant is preceded and followed by a vowel, the syllable division usually occurs after the first vowel.
4. When a word ends in le preceded by a consonant, the consonant becomes a part of the final syllable.
5. When the suffix ed is preceded by d or t, a separate syllable is formed. Otherwise it does not form a separate syllable.
6. When words contain prefixes or suffixes, the prefix or suffix generally forms a separate syllable.

Generalizations Concerning Accent

1. When the word is an inflected or a derived form, the accent usually falls on the first syllable.
2. When the first vowel in a word is followed by a double consonant, the first syllable is usually accented.
3. When syllables contain long vowel sounds, they are generally accented.
4. When the final syllable of a word is le preceded by a consonant, the accent generally falls on the first syllable.
5. When a two-syllable word ends in y, preceded by a consonant, the first syllable is accented.

6. When a word has two or three syllables, the accent is usually on the first syllable.

7. When prefixes and suffixes have been added to a word, the root word is usually accented.

8. When words end in "tion" and "sion," the syllable before the suffix is generally accented.

APPENDIX B

Explanation of Terms

Acronym: a word part formed from the beginning letters or syllables of the successive word parts of a compound word.

Affix: a prefix, suffix, or inflected ending

Consonant blend: a combination of two or three consonants that occur together which, when pronounced, retain the elements of individual consonants while producing a new sound

Consonant digraph: a two-letter combination which represents a single sound unlike either of the original consonants

Derived form: a word composed of a root plus a prefix and/or suffix

Diphthong: two vowels closely blended into a single phonetic element

Homograph: a word with the same spelling as another word but with a different origin and meaning

Inflectional ending: an element that is affixed to the ends of words to form plurals, possessives, tense, person, or comparison

Morpheme: the smallest meaning unit in the structure of words

Phoneme: the smallest unit of sound within a word

Phonetic analysis: the process of analyzing printed words to determine pronunciation

Phonogram: a character or syllable used to represent a word, a syllable, or a single speech sound

Schwa: the vowel sound in an unstressed syllable

Structural analysis: the process of analyzing words to determine meaning units

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READING

VOCABULARY DEVELOPMENT

Vocabulary Acquisition Skills (Experimental Material)

Levels K-3

The child learns to:	Activities
Make his own picture dictionary	When a child learns a new word, he may illustrate it with a picture. After he has acquired several such words, encourage him to alphabetize them for his own picture dictionary.
Participate in discussions with his classmates	Have children discuss experiences in groups. These experiences may result from viewing television, movies, films or film strips, or from class or family trips, models, or flat pictures as well as pets and experiences in school and at home.
Increase his sight vocabulary and learn that written words convey meaning	The child learns to read labels which are all about him. Also he learns to dictate and read back his own experience stories. Encourage him to share with his classmates new words he learns from television and reading neighborhood signs.

The child learns to:	**Activities**
Use picture clues and context clues to word meaning	Use subject matter and vocabulary with which children are familiar. Lead children to anticipate familiar words and concepts. Examples: The ball was lost in the tall ______ (grass). The ______ (clowns) in the circus are funny men. John was so ______ (happy, sad, tired) that he cried. Birds can ______ (fly, run, jump) from tree to tree.
	Present pictures portraying an idea that has been written beneath it as a sentence. Elicit new word meanings by examining the picture for relevant clues.
Understand and use alphabetical sequence	Elicit letters of the alphabet. Have them pronounced by children. Although many children will know the alphabet, review this skill by eliciting the letters in order.
	Follow up by asking children to supply the missing letters in sequences such as a, b, __, __, e, __.

The child learns to:	Activities
Use simple dictionaries and glossaries to check meaning	When the child encounters glossaries in his books, their format and use should be taught. Beginning dictionaries frequently contain suggestions for teaching simple dictionary skills. Give practice in opening the dictionary to the beginning, middle, or end, showing how this speeds the location of words.

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TEACHER'S EVALUATION SHEET

Experimental English Syllabus Materials
Bureaus of Elementary and Secondary Curriculum Development
New York State Education Department

Reactions, in terms of class tryout, to:

1. Suggested skills in preceding material
   Are they clearly stated? _____
   Are they appropriately placed in the sequential development? _____
   Is there evidence of growth and power in the skills? _____
   Comments and suggestions:

2. Suggested activities in preceding material
   Are they clearly stated? _____
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   Comments and suggestions:

Suggestions for
1. Additional skills

2. Additional activities

3. Methods you used to evaluate the material

Reading range of class in which material was tried out
____

Grade level __________________

Do these materials complement effectively your ongoing program? _____

CUT HERE

READING

VOCABULARY DEVELOPMENT

Vocabulary Acquisition Skills
(Experimental Material)

Levels 4-6

Note: The teacher reviews skills listed at the preceding level and extends development in the following skills.

The child learns to:	Activities
Use the glossary independently	Give children practice in using the glossaries in their textbooks until they can use them independently. This may be a group or an individual activity.
Use the dictionary to locate words	Give the child a short list of simple words. He shows that he has located them by printing the guide words from the page on which he found the entry.
Use the dictionary independently to	
Interpret definitions	Present sentences with underlined words for study. Require children to use pictures and context to explain meanings in their own words.

The child learns to:	Activities
Choose the definition that fits the context	Use sentences with such words as *fork* or *lead*. Require children to select proper definitions to fit context.
Relate derived forms to base words	Practice finding base forms in such words as *running* and *hits*.
Locate synonyms and antonyms	Children locate synonyms and antonyms and check their definitions in an attempt to select the precise meaning of a word. Many good beginning and intermediate dictionaries contain ample practice material for these purposes.
Recognize and use synonyms and antonyms to express exact meaning	Children provide synonyms for such words as *happy*, *pretty*, *big*, and *near*. Provide lists of words. Children label "S" for same or "O" for opposite. Example: Teacher supplies — Child labels enemy - friend — O dark - night — S near - close — S Present several sentences with an overworked word such as *run* or *got*. Children substitute precise words using the dictionary if necessary.

The child learns to:	Activities
Recognize the difference in meaning in	
homographs	Use such words as the following in sentences: cricket (as an insect, a game, or a small stool). Each word may be checked in the dictionary.
homonyms	Such words as the following may be discussed as homonyms. They are presented in context. Will you go to the fair this year? How much is the fare to New York? I had steak for dinner yesterday. There are stakes in the ground for our new game.
Understand that many words may have several meanings	Present pairs of sentences with underlined words of multiple meaning such as: Jane started to pound on the drum. Mother bought a pound of grapes. Children define words from context.
	Instruct children to locate a word such as run in their dictionaires. They count meanings. (One popular

The child learns to:	Activities
	school dictionary lists 29 definitions and variations for this entry.) Children supply original sentences that prove their understandings of various meanings.
Understand that a slight variation in spelling sequence may create an entirely different word.	Call attention to such common words as their, there; thought, through; feed, feet. Show the differences in meaning by substituting both words of a pair in the same sentence. Have children discuss meanings and suggest additional words for study.
Understand such terms as syllable, abbreviation, glossary, formula	Use glossaries and dictionaries for specialized meanings of words if they have not been discussed in the context of the reading material. A class file of specialized words can be developed as a small group project. One side of the card may show the word and its pronunciation. The reverse side of the card will show the specialized meaning and an original sentence using the word.
Recognize that word meanings change from time to time	Such words as bank, medicine, pumpkin, candidate, and alphabet have interesting original meanings that may be discussed in class. The original meanings can be found in reference materials in the school library.

The child learns to:	Activities
	Searching for other interesting meanings and derivations can become a group project. This kind of activity is practical only for children who are able to use advanced dictionaries.
Understand simple figures of speech as an aid to obtaining precise meaning	Poetry abounds in similes and metaphors. Develop children's interpretation of this figurative language through discussion of examples that arise in reading. Encourage children to form their own similes and metaphors.
Understand that good spelling serves as an aid to recalling words met in reading	Each child keeps a personal spelling list. Direct instruction in spelling contributes to improved word analysis skills in reading. Caution: Most spelling generalizations (which should be developed inductively) should be taught as usually true. When in doubt, the child should use the dictionary.

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   Comments and suggestions:

Suggestions for
1. Additional skills

2. Additional activities

3. Methods you used to evaluate the material

Reading range of class in which material was tried out

____

Grade level ____________________

Do these materials complement effectively your ongoing program? _____

CUT HERE

READING

VOCABULARY DEVELOPMENT

Vocabulary Acquisition Skills
(Experimental Material)

Levels 7-9

Pupils may share books they read with one another. Encourage extensive reading through a class chart on which each pupil's name appears. Each book the pupil reads may be indicated on the chart by a different color. Have pupils strive for a "rainbow" of colors by their names.

Pupils keep personal vocabulary lists. They share interesting words with classmates. A file of these words may be kept in the classroom for reference purposes. The card contains the definition and the use of the word in a sentence. These words are classified by pupils in such categories as general words and words pertaining to hobbies or other areas of interest.

Word study should generally come from the context of reading materials.

The pupil learns to:	Activities
Build and maintain an extensive recognition vocabulary	
Alphabetize both ways efficiently	Pupils learn the alphabet both ways. A scheme may be used: a, b, c, d, --e, f, g, --h, i, j, k, --l, m, n, o, p, --q, r, s, and t, u, v, --w, x, y, z.

Activities

The pupil learns to:

Locate words quickly

Pupils practice opening the dictionary quickly to one of four sections: A-D (first section); E-L (second section); M-R (third section); S-Z (fourth section).

Use the first letter in the word

Pupils practice alphabetizing by using lists of words from reading situations. For example, the following words might be used from Rikki-Tikki-Tavi.

bathroom
mongoose
quickness
revive
uncoiled
weasel
sense
plunge
gracious
content
fluff
veranda
roadside
tailorbird
wisp

Use several initial letters in a word

Pupils practice alphabetizing when initial letters are alike:

barb
bang
bandage
bargain
band
barbed
banana
banquet
bark

Use guide words

Instruct pupils to write guide words and dictionary page numbers beside each entry, as follows:

Entry	Guide Words	Page N
veranda	Venus-verify	1298

Assist pupils in using guide words to locate the page on which the entry appears. Which words appear on the following pages?

Activities

basketball - batsman (bathroom)
Mongolism - monitor (mongdose)

The pupil learns to:

Skim for desired entry

The teacher may time the pupils as they skim for desired entries.

Locate correct meanings in the dictionary by recognizing multiple meanings and shades of meaning, and fitting meaning to context

Present groups of sentences in which the same word may be used with different meanings:

He clung to the wisp of grass.
(wisp - small bunch or bundle)
There was not a wisp of truth in the statement (wisp - shred)
She was a mere wisp of a woman.
(wisp - fragment)

Pupils select correct meaning for each sentence.

Recognize the placement of inflected endings

If pupils show difficulty locating words with inflected endings, the steps in this skill are explained by the teacher:

WISPY

Look for the root word - wisp
Locate the definition of the word - wisp
Scan the definition for wispy. If it does not appear, scan the entries immediately following the root word.

Understand the effects of accent on meaning

Present a sentence on the chalkboard such as: Was Rikki-Tikki contented

The pupil learns to:	Activities
	in the house? Show in the dictionary that con tent, n, means that which is contained. Show that con tent, v, means to appease the desires of; to make content. Have pupils choose meaning that fits the context.
Understand the use of the numbers, symbols, and abbreviations within the entry	Have pupils practice using the pronunciation key and the Table of Abbreviations to understand new words. Prepare exercises utilizing symbols and abbreviations.
Use pictures and illustrative sentences to clarify meaning	Instruct the pupils to understand and remember the definition of mongoose when their attention has been called to an illustration of the mammal in the dictionary. mongoose, n, A small ferretlike mammal which fearlessly attacks and kills venomous snakes.
Use synonyms, antonyms, and homonyms which are presented to clarify meaning	Lead pupils to acquire facility in the use of synonyms, antonyms, and homonyms to clarify meaning by presenting sentences with known words and instructing pupils to search for the synonyms, antonyms, and for homonyms. Later unknown and difficult words may be used for this purpose.

The pupil learns to:	Activities
	Rikki-Tikki was always ready with a jump, a spring, and a bite to keep the garden free of cobras. Synonyms: bound, leap.
Use the pronunciation key in the dictionary	Have pupils recognize the importance of primary and secondary stress, the schwa and the sounds of letters by choosing words from reading materials that are causing pronunciation difficulties. These words may be accented as a class or as a group activity. Check with the dictionary key if necessary.
Use the dictionary fully to understand the location and purpose of tables, various listings of names and places, history, and origin of words	Present a word such as hazard for close examination. Cobras were a hazard in the garden before Rikki-Tikki guarded against them. haz' ard (haz' erd), n. OF. hasard, fr. Ar. al-zahr the die. Lead pupils to discover that the original meaning of this word was "game of chance," and that this meaning has been broadened by use to mean danger or risk.
Understand word origins	Words in the context of reading materials often have picturesque origins. A class dictionary of these words, compiled and illustrated by interested pupils, can be a valuable

The pupil learns to:	Activities
	resource for all the pupils. Such words as candidate, alarm, calculate, neighbor, lace, and journey may provide interesting motivation.
Use synonyms, antonyms, and homonyms	Select words from reading materials and present a list of synonyms, antonyms, and homonyms to the class for classification: modern, ancient; surround, encompass; aloud, allowed. Have students list words under the following headings. SYNONYMS ANTONYMS HOMONYMS The pupils are instructed to use their dictionaries to find an additional synonym, antonym, and/or homonym to add to each pair of words. If these words are then replaced in the original context, differences in shades of meaning may also be noted in a general class discussion.
Understand and use transitional and qualifying words	Write several sentences on the chalkboard or on sentence strips. Have sentences contain such transitional and qualifying words as: many, few, all, almost, every, however, moreover, and nevertheless. Point out the limitations of the sentence meanings that result from the use of these words.

The pupil learns to:	Activities
	Example: All mongooses are like that. Chuchundra, the muskrat, never comes out to the middle of the floor. Have the class locate other sentences containing such words. Remove qualifying and transitional words, and replace them with other words. Then have the class discuss the changed meanings of the sentences.
Replace slang, trite, and overworked words with words of more precise meanings	Write several sentences on the chalkboard containing the word good. Have pupils replace this word with more exact words to express meaning. Other words such as got, went, and said may also be used for practice purposes.
Understand the multiple meanings of words	Present a series of sentences to the class containing the word run. She sat motionless, watching the milk run across the grimy tablecloth. Hot water will often cause colored clothing to run in a washing machine. He had the run of the house. She saw a run in her stocking. Have pupils discuss the multiple meanings of this word. Ask the class to use such words as wings, teeth, and fork in sentences that will show the various meanings of each word.

The pupil learns to:	Activities
Understand the connotations of words	Discuss denotation and connotation with the class. Words such as home, mother, country, solitary, grandeur, and wintry, used in sentences (frequently found in advertising materials) may be discussed. Definitions may then be checked with the dictionary. Have class select words from groups of words that have emotional overtones and prepare to discuss their meanings as they appear in original sentences. Reasons for disagreement may be discussed. Words such as the following might be used: holiday celebration Halloween novel best-seller masterpiece roses dandelions clover home house abode
Recognize and use new words that are being added to our language	Ask the class to look for new words that are being added to our language. The newspaper is an excellent source. Meanings may be derived from context since these words may not appear in dictionaries. A class dictionary of classified words may be a class or a small group project. Such words as the following might be included under the category of space. Razon: a World War II bomb with control surfaces at the tail providing a means of directing by radio signals.

	Activities
	Aeropause: an upper region in which the atmosphere ceases to function as a factor in flight.
The pupil learns to:	
Understand words through identification and interpretation of figurative and other non-literal language: Simile, satire, alliteration, onomatopoeia, irony	Have pupils complete such statements as the following: His head was hard as a (rock). She hit the nail on the (head). His ten cent contribution was very (gracious). Discuss the meanings in relation to the terms at the left.
Understand words through reaction to vivid sensory images	Discuss the use of such language as: The rich, dark, fragrant juice oozed from the freshly baked pie.

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Suggestions for
1. Additional skills

2. Additional activities

3. Methods you used to evaluate the material

Reading range of class in which material was tried out

____

Grade level ____________________

Do these materials complement effectively your ongoing program? _____

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READING

VOCABULARY DEVELOPMENT

Vocabulary Acquisition Skills
(Experimental Material)

Levels 10-12

The teacher assists the student in developing and reinforcing adequate vocabulary acquisition skills. Review and reinforce necessary elements of acquisition skills when needed. As far as possible, word study should come from the context of the reading situation.

The student learns to:	Activities
Select proper meaning when a word can be used as several parts of speech	Develop ideas of variations in meaning; then present exercises that illustrate these. Ask students what part of speech study is in the following sentence: Go to the study hall. Ask students to use study in a sentence as a noun; as a verb. Ask students if they can think of other words that can be used that will indicate their grammatical usage. Have students list the varied parts of speech of each of these. Using a dictionary, see how many variations

The student learns to:	Activities
	of meaning they have. Use well, fast, mean, flat (apartment, stage, railroad car, surface).
Select the correct form when the part of speech determines usage	Ask students to underline the correct form: (Check part of speech in dictionary) He is an-aberrant, aberrance, aberrancy-person. Develop the idea that the part of speech determines usage. Ask students to check, using the dictionary: record as noun means ____________ record as verb means ____________ subject as noun means ____________ subject as verb means ____________ What other changes are involved? Help students discover that stress and accent may be involved.
Interpret phonetic symbols, proofreader's marks, diacritical, and accent marks	Explain pronunciation keys, use of diacritical marks, accent marks, and the introduction to the dictionary as tools. Help students to become aware of information included in these sections. Devise exercises using pronunciation key. Have students write words using symbols in the key and check with the

The student learns to:	Activities
	dictionary for accuracy. Words for this activity may be taken from current reading selections.
	Develop a series of exercises using both primary and secondary stresses. Have students divide words by syllable and mark the accented syllables.
Trace etymological sequence from immediate source to earliest	Select a word like talisman. Have students discover how many languages were involved in its evolution. Have students use the dictionary to find other words that may have interesting histories.
	Have students examine words in abridged and unabridged dictionaries to see how time sequence is often condensed.
	Have students explore changes in structure and meaning.
Understand references to obsolete, archaic, rare, colloquial, and technical words	Using the dictionary, have students look for obsolete or archaic meanings of selected common words. Many words that are useful for this purpose may be taken from Shakespearian plays. Students find technical areas that may be involved in "footing" such as architecture, logging, and carpentry.

The student learns to:	Activities
	Have students find specialized meaning for plural forms of: blue, flannel, and sundry. Words used in oral or written sentences are then discussed.
Understand, spell, and know the source of our most common abbreviations	Prepare reading exercises which involve common abbreviations. For example, ask students to write out in full the following: M.D. A.W.O.L. D.A.R. A.D. R.S.V.P. B.C.
Understand meanings when defined word is included in definition	Ask students to modify definitions in the interest of clarity. experimentation - learn by experiment maturity - state of being mature bungalow - a house (What do we need penthouse - a house (to add to differentiate between the two?
Become familiar with "new additions"	Select words like "huff-duff" for students to decide how they are coined. Many examples of words of this type can come from reading assignments. Find words that have been "accepted" or "created" in the student's lifetime. Newspapers and periodicals

The student learns to:	Activities
	are excellent sources. Students also may select words that would have been unfamiliar in former periods.
Know familiar acronyms	Words can be made from initial letters. Ask students what the following acronyms represent. SETO NATO WAC LORAN
Fit meaning of words to context	Prepare a list of sentences and a parallel list of dictionary definitions. Have students decide on the most appropriate definition for each word. Follow-up: Use same materials in a matching exercise. Suggest words such as master, tie, touch, field, and down.
Understand meaning shifts in proper nouns and adjectives	Explain how capitalization changes the meaning of words: lady - Lady catholic - Catholic Show how the change affects meaning in context.
Use appendixes of the dictionary	Tell students that some of the following proper nouns will be found in separate lists in the back of the

	Activities
	dictionary; others will be found in the main part. Opposite each word, place the number of the page where it is found: Gelderland, Shylock, Prussian, Prussia, Gorgon. Have students decide under what circumstances they may need to use the appendices.
The student learns to:	
Develop an awareness of the necessity for using the dictionary	Have pupils evolve meanings from context clues of underlined words in sentences.
	Have students write sentences using the constructed meaning of the word, supplying context clues for meaning.
	Have students consult the dictionary to verify meaning and write sentences in which context provides clues for accurate meaning.
Differentiate between a technical and a general vocabulary	Ask pupils for words used in a restrictive sense in their area of interest or specialization. Select appropriate technical words and illustrate their general meaning.
	List commonly recognized words with a number of meanings. Have students consult the dictionary to discover their specialized use.

The student learns to:	Activities
	Help the student to utilize glossaries in textbooks and to foster the recognition of specialized meanings.
Recognize and understand newspaper and periodical vocabulary, captions, headlines, and "journalistic jargonese"	Prepare clips of theatre "blurbs" and contexts from which they were taken. Have students evaluate them in and out of context.
	Clip parallel stories from various newspapers. Compare the treatment of the subject by selecting the specific words that have been used to "slant" meaning.
Become aware of advertising and mass media vocabularies	Clip phrases or entire ads, and project these on a screen. Have students select convincing words that are intended to influence buyers. Analyze words to discover the reasons for their use.
Understand sports, stockmarket, theatre, and hobby vocabularies	Assign students to scan newspapers and periodicals for articles in various areas. Meanings of specialized vocabulary are discussed.
Interpret American regional dialects	Bring to students' attention colloquial usage such as the following: "I reckon" in Western stories "Hoss" for horse in New England "Going down East" in New England

The student learns to:	Activities
Understand "British-English" variations (anglicisms) from "American-English"	Britons use language in different ways from us. How would we say: The bobby's motor ran out of petrol. He went to the chemist, which was between a multiple shop and an iron mongery.
Understand with ease introductory, qualifying, and transitional words	Have students list common introductory words such as once, whenever, moreover. Transitional words indicate shifts in meaning or emphasis, such as however, nevertheless, on the other hand, since. Ask students to locate and list other words of this type. Qualifying words such as no more, less, almost, and always are important. What does each of the following mean? Choose the best meaning. The boys were nearly always late. They were always, usually, seldom late. Have students discuss changes in meaning as each of the following words is substituted for the blank. There were _____ people in church. many, few, no, less, the usual number of.

Activities

Have students realize the importance of accurate use of conjunctions by writing sentences such as the following:

The boy was very unhappy _____ he was cold. See change of meaning.
if, because, although, while

Ask students to pick out "stress" words that indicate something of importance is about to be said.
Examples: most important
above all
to repeat

The student learns to:

Understand that any one word may frequently have various meanings

Tell students that one dictionary gives 45 separate meanings for face. Find out how many students can list.

Ask students meaning of a word like reservation as used in several sentences.

The tribe was isolated on the reservation.
May I make a reservation for Thursday evening?
I have a serious reservation about his honesty.

	Activities
The student learns to: Extend interest in the relationship between English and foreign languages to:	
Acquire knowledge of foreign words and phrases that are accepted in English	Discuss with students the meanings of the following expressions: noblesse oblige, persona non grata, terra firma, ne plus ultra, ad hoc Ask students to use them in sentences.
Acquire some familiarity with those words and phrases treated as "foreign"	Which of the following do we capitalize: frau, sauerkraut, pumpernickel? What is our pronunciation of the following: faux pas, resumé, début, chic Have students use the above in sentences.
Apply knowledge of another language to determine meanings	Using examples, show students that knowledge of the source of a word may assist them in figuring out its meaning. This can be facilitated if the students have studied a foreign language. French word: blonde, souvenir, rendezvous Italian word: piano, finale, ditto German word: kindergarten, nickel In relation to foreign words, have students pick Americanisms that have been adopted into other languages, such as, bunch, motorcade, teen-ager, motel.

The student learns to:	Activities
Extend his knowledge of non-literal language	
Handle figurative and symbolic language	Ask students to decide how one can tell whether a word is used literally or figuratively. Mark L or F for the following sentences. She embroidered her story. The engine purred. He towered over me. It was slippery as an eel.
Evaluate figurative language used in advertising slogans	Present phrases such as the following: "a giant in your washer" "cleans like a white tornado" "not a cough in a car load" Discuss the impact of figurative language.
Become familiar with slang, euphemisms, and idioms; develop skill in propriety and usage, as well as in comprehension of meaning.	We have all heard the phrase (supply a phrase). Would you use it among your friends, at home, in class? How do you explain to some one not familiar with English our use of expressions such as the following: The more the merrier. Come apart at the seams.

The student learns to:	Activities
Evaluate "exaggerations"	What do these expressions actually mean? Tons of work to do Raining cats and dogs
To understand duplication words	What purpose is fulfilled by duplication? bonbon zigzag knickknack crisscross
Appreciate figures of speech	Examine with students poetic expressions such as, "To make a prairie, it takes a clover and one bee." (Dickenson)
	Have students compose their own figures of speech for a busy store or a foggy street.
Understand metaphor in daily use	What do we mean when we say, "I have no ear" (for music).
	Have students bring examples of metaphor to class from their readings, or from newspapers and magazines.

The student learns to:	Activities
Get meaning from mood, tone, and inflection	Make use of recordings of poetry and drama in conjunction with the student's reading assignments. "Pre-hear" materials in class before assigning them as independent reading.
Understand idioms, slang	Ask students to explain the following: He caught on to the joke. The 3 R's.
	Read aloud to group selections which are rich in idiomatic expressions. Ask students to explain meanings.
	Read students' selections containing unfamiliar or dated slang. Ask the class to infer meanings from your tone as well as from the context.
Analyze and discriminate among radio, television, and other mass media selections	Ask students to listen to several different programs ranging from commonplace to highly sophisticated. Discuss in class the variations in vocabulary. Point out examples of good taste and preferred usage.
Expand reading vocabulary to approximate listening and written vocabulary	In conversation, make students aware of new words you are introducing by repetition. Discuss spelling and application situations.

The student learns to:	Activities
Interpret generalizations and abstractions more accurately	Ask students how many words they know that mean nearly the same as *truth*, such as *verity* and *candor*. Under what circumstances would each be used? Have students illustrate. Words like *democracy*, *freedom*, *honor*, *loyalty* are frequently used. Ask students to try to interpret them as a member of a minority group, a communist, or a fascist would.
Become aware of emotionally charged words	Make students aware of words that have pleasant or unpleasant connotations. See if they can suggest such words and discover cause for these connotations. Make students aware of "name-calling" words and "smear" words. Have students list words that stimulate patriotism, for example, or those which would arouse school spirit at a rally.

The student learns to:	Activities
Aid in the visualization of processes and concepts	After reading a scene from a play, have students plot actions of a character. When reading descriptions of settings in a play, have the class diagram or sketch their own ideas of what the author said.
Change from symbols to words and reverse	At every opportunity, point out uses of symbols in context. Assign students to develop their own "symbol" vocabulary lists.
Develop proper terminology	Be sure that students learn proper nomenclature for symbols which are frequently encountered. Illustrate and discuss with students international road signs, and danger signs understood by all, and their importance.

NOTE: The teacher helps the student acquire adequate personal vocabulary retention techniques.

The student learns to:

	Activities
View memory and rote learning as inadequate; accept "thinking methods"	Provide extensive reading exercises, prepared or selected to contain previously taught vocabulary, to review and reinforce learnings in meaningful contextual situations.
Combine both direct and casual approach to vocabulary study	Make students aware that word knowledge can be extended by informal, casual techniques.
Utilize word lists, vocabulary cards, notebooks, drill practices of all kinds	The student makes cards with word on the front and the following on the back: sentence in which word is used a dictionary definition for meaning of word in sentence derivation other meanings
	Have students arrange a bulletin board in which they show a word, add multiple meanings, origin, illustrative pictures and cartoons. This might be an individual or committee activity.

The student learns to:	Activities
Enjoy word games, puzzles	Use cryptograms from newspapers to analyze configurations. Use scrabble, scribbage, anagrams. Try crostics, double crostics, and crossword puzzles. Have students build crossword puzzles. Try logomachic games of all kinds.
Use new words in various ways, making sure that students have no fear of criticism or ridicule	Encourage students to use newly acquired words and enlist group's interest in both oral and written practice situations.
Use partner or group review drills	Encourage review drills through partner or group activities, planned by the teacher or by student committees.
Enjoy vocabulary discussions	Provide extra time for group or club activities involving vocabulary growth and word origins. Students may develop interest in television programs involving words. Film strips, films, and other visuals may be used to stimulate such discussions.

The student learns to:	Activities
Defend or substantiate choice of meaning. "It means _____ because ________."	Have students bring or clip sentences from a newspaper or magazine containing a word they do not know. In class, have each one write his sentence on the board, leaving a blank space where the word occurred. Let the class suggest suitable words until they discover the one used. Follow-up: Record suggestions; then have students check dictionary meanings to decide how many alternative suggestions are synonyms.
Define from context	Ask students what they think the underlined word means: He glanced at the odometer to estimate the distance he had covered.
Define by known synonym	Ask students what they think the underlined word means: The adamant judge **rejected all pleas to review the case.** Why do you think so? Be sure students select the correct synonym. Often synonyms are introduced by phrases like: in other words, that is, which is to say. Instruct students to watch for these. Have students examine constructions such as: His interest in wild flowers was manifest on a walk through the

The student learns to:	Activities
	woods. Her interest, too, was clearly shown. Help the students to estimate meanings.
Define from background and/or experiences	Have the class suggest meaning from experience-based sentences. What does exodus mean in: The crowd grew weary and restless. When the train finally arrived, there was a headlong exodus through the gates. Similar sentences can be constructed by students in the class as "puzzlers" for other members of the group.
Define from antonym, or by comparison or contrast	Help students find meanings of unknown words in sentences such as the following: They were completely opposite in temperament. While he was calm and phlegmatic, she was very excitable.
Define by association with familiar expression	Tell students that "Haste makes waste." What else could "haste" make? Why? Does haste always make waste?
Discover the implication of a phrase or word	What does the following imply or indicate without saying it directly? What makes you think so? I see my way clear. Money is the root of all evil.

The student learns to:	Activities
Relate specific meaning to general and reverse	List from the broadest category to the most specific: Corgie, breed, terrier, animal, mammal, dog, pet.
	When applied to people, what character traits do you expect them to manifest? bovine, equine, canine, leonine, vulpine
In poetry, change word order to "normal position" to get meaning	Select lines containing inversions. Have students change word order, then give the meaning. For example: My wealth there is none to dispute. Change to: No one can dispute my wealth.
Study synonyms that are similar and analyze them to discover subtleties and shades of meaning	Have students discover difference in meaning between stop and stay; partly and partially; uninterested and disinterested.
	Ask students if the following words can be used interchangeably: askance, askew, ajar, awry
	Have students find synonyms for secret, fluid, real, ghost, and foretell. Indicate variations in meaning.

The student learns to:	Activities
Fit synonyms correctly and appropriately into context	Ask students to decide which of the given words can best be substituted for big in: She was a big woman. He packed a big trunk. They were thankful for a big harvest. plentiful, copious, capacious, large, abundant
Develop "impact" words, "powerful" verbs, "exact" adverbs, and colorful adjectives	Have students match "powerful" verbs with less vigorous verb phrases. For example, have students match Column B with Column A. Column A — Column B stick fast — corrugate form into folds — adhere Prepare sentences containing verb phrases. Have students replace with vigorous verbs. Have students list as many synonyms for a single verb phrase as they can. Similar exercises may be constructed for other parts of speech.
Acquire accuracy in specific identification through insistence on accurate usage rather than vague generalizations	Have students provide specific definitions. Prepare a series of vague or incomplete definitions. Ask students to use dictionaries to discover what discriminating factors are missing.

The student learns to:	Activities
Use a single synonym for a phrase or group of words in the interest of succinct writing	Ask students to replace the given phrase with a single, precise synonym. His voice could not be heard easily at the rear. His voice was inaudible at the rear.
Overcome confusions with words like ravel, unravel; flammable, inflammable, iterate, re-iterate	Discussion is the best approach to problems of confusion.
Discern relationship through study of analogies	Have students select analogy construction from their reading. Discuss how such constructions enable us to clarify meanings of unknown words. Prepare incomplete analogies and place these on the board. Have students select replacements. Discuss need for use of identical relationship.
Discriminate variations among homonyms, homographs, multiple meanings, and words with two pronunciations with different meanings	Discuss words like fair and lead. What words have different meanings and two pronunciations or accent patterns? des'ert, de-sert'; sub-ject', sub'ject Prepare exercises involving homonyms: cite, site, sight; pallette, pallet, palate; censor, censer

The student learns to:	Activities
Extend knowledge of antonyms	Develop matching exercises of sentences using antonyms. Prepare two lists of sentences, unequal in number. Some sentences should include underlined words which have no antonyms. Other sentences should include underlined words which have antonyms provided in the second column. These antonyms, however, should not be used in a sense appropriate to matching. Sentences including such words should make the meaning clear from the context.
Apply proper "cluster" words such as: herd, school, gaggle	Discuss with students some of the many specific words which indicate a group or cluster of certain things. For example: a pride of lions and a school of fish. Ask to what gaggle and bevy refer; also, what do we call a group of cattle and poultry?
Become aware of fashions in usage and words having former usages other than their contemporary meaning	Have students select from their reading "dated" words or words used in different manner from that of contemporary usage. Have students select words that the author has used to "date" or establish setting.

The student learns to:	Activities
Formulate accurate new meanings for half-known misconceptions	When necessary, clarify popular misconceptions in students' reading. For example: bleach - to color or dye frustrate - to be nervous
Substitute or paraphrase simpler vocabulary for involved language	Have students rewrite the following underlined phrases in the simplest words you can use: After deposition of metallic cylindrical ... After dropping coin, avoid transversing median divider.
Explore the range of literal meanings	Have students tell the exact meaning of the underlined words in the following sentences: There were myriads of blue flags growing by the stream. He stepped lightly on the flags of the garden path. The program was held in honor of our late secretary. The meeting adjourned at a late hour. The Cardinal addressed the group from the balcony. They saw the bright flash of the cardinals darting among the trees. Have students explain the meanings of the underlined words: On the other hand, the farmhand tried his hand at improving his hand,

	Activities
	handing his cards to the dealer who handled them handily, without penalty or handicap.
The student learns to	
Explore opportunities for vocabulary expansion in phrase groupings	Have students select interesting phrases in their textbooks and have them explain their significance to the class.
Become aware of language development	Develop interest by showing students maps, charts, and other visuals, tracing word "migrations" and various changes.
	Indicate words that have histories, are native words, and are constantly being modified. Show students some examples and have them find others in their reading.
	Show students how the dictionary makes information about words readily available. Show the advantages of an unabridged dictionary.
	Have students discuss whether an ancient Roman would understand "circus" as we use the word today. Have students list similar words whose meanings have changed.

The student learns to:	Activities
Gain knowledge of word origins	Discuss with students from what language each of the following words comes: psalm, checkmate, squash, lake, north, second, columbine
Develop interest in picturesque words	Discuss the following words which are associated with people: Gilbert, maverick, Farenheit, derrick, gerrymander Have students look up and explain words such as muscle and lunatic.
Gain insight into Biblical, mythological, legendary, historical, and artistic references	The following words have come into our language from myths. Have students explain their meanings through a knowledge of mythology: tantalize, vulcanize, colossal, siren Have students explain meanings of the following expressions: strong as Sampson, sword of Damocles, Mona Lisa smile, judgment of Solomon. Ask students to find what the following words have in common and to show how each meaning is affected: cereal (Ceres), martial (Mars), jovial (Jove)

The student learns to:	Activities
Study fashions in usage	
(General to specific)	Show how words like minister, which originally meant a servant has come to mean a servant of church or state, or sane has come to mean mentally sound from its more general meaning.
(Specific to general)	Show opposite evolutionary pattern: injury, which originally involved an injustice, has come to mean general harm. The same process can be shown for arena and penalty.
Study word derivations	
Loan words Doublets - guard and ward Cognates	The following "loan" words **go back in different ways** to the same word. Have students use their dictionaries to find how these words are related: dignity, dainty; calumny, challenge; cap, cape, cope, chaplet, chaperon, chapel, chaplain; chart, card, charter, cartel, carton, cartoon, cartouche, cartridge
	Show that words in different languages that have the same root are called cognates. Ask the meaning of the German word Kamerad, whose English cognate is comrade.

The student learns to:	Activities
Become familiar with words used in quotations, adages, and proverbs	Discuss with students the meaning of the following: You can't make a silk purse out of a sow's ear. Ask the meaning of the word sow.
Foster curiosity about shifts in meaning	Show how we use figurative language because of etymological changes. Explain such changes as radius of circle and the use of the word stimulus. Discuss such questions as the following with students: How did December, the twelfth month, originate with the Latin word "dix" for ten? How did cup develop from a word that originally meant head?

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TEACHER'S EVALUATION SHEET

Experimental English Syllabus Materials
Bureaus of Elementary and Secondary Curriculum Development
New York State Education Department

Reactions, in terms of class tryout, to:

1. Suggested skills in preceding material
   Are they clearly stated? _____
   Are they appropriately placed in the sequential development? _____
   Is there evidence of growth and power in the skills? _____
   Comments and suggestions:

2. Suggested activities in preceding material
   Are they clearly stated? _____
   Are they appropriately placed in the sequential development? _____
   Is there evidence of growth and power in the skills? _____
   Comments and suggestions:

Suggestions for
1. Additional skills

2. Additional activities

3. Methods you used to evaluate the material

Reading range of class in which material was tried out
____

Grade level ____________________

Do these materials complement effectively your ongoing program? _____

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